**Title and Topic**

Be Who You Want to be With Positivity

Attitudes and Behaviors for Success

**Goal and Objectives**

Through group counseling freshman students who are failing at least one subject will bring their grades up to passing through an increase in attendance and an increase of handing in homework.

Objective 1: After hearing reasons for the importance of attendance 80 percent of students will increase their attendance to 3 out of 5 days in the class or classes they are failing.

Measure by attendance before and after group has finished.

Objective 2: After hearing reasons for the importance of homework 80 percent of students will turn in their homework 60 percent of the time.

Measure by teacher report of homework assignments turned in.

Objective 3: Given a journal each student in group will be able to write down 3 reasons why finishing high school is important.

This will be measured by a pretest and posttest.

Objective 4: Given a journal each student in group will be able to identify negative phrases verses positive phrases 9 out of 10 times.

This will be measured by a pretest and posttest.

**Population**

The group members will be male and female freshman students. Eight students will be selected. Students who are failing one or more classes, will be considered.

**Rationale/Need**

School Mission: We are committed to helping students to have the tools they need for academic, personal, and social achievement. School counselors play an important part in helping students achieve success. As stated by the ASCA school counselors address the academic, social/personal, and career needs of students (ASCA, 2004). Research states that students who fail courses as a high school freshman get behind on credits and have a greater likelihood of dropping out. In addition, more students fail ninth grade than any other grade in high school with a disproportional number of students who are held back in the ninth grade dropping out. One of the most powerful predictors of high school graduation is attendance (Heppen & Bowles Therriau, 2008). Winners are always thinking about how they are going to succeed (Author, 2002). Finally, attitudes that predict behavior the best are attitudes about that specific behavior (De Bono, 2010).

Planning: The audience will be parents, teachers, and fellow group members. A teacher survey will be distributed to all freshman teachers to identify a need for this group. The survey will ask who in their class is failing along with questions on attendance and attitude for example.

Collecting data: Data will be collected via teacher surveys. They will be given at a staff meeting. Attendance records and demographics will be used also.

Analyzing the data: Statistics will be used to analyze the data and it will be determined where this type of group ranks in priority. Both the students and schools needs will be considered.

Compiling a report: There will be four sections covered in the report; purpose, process, results, and recommendations for starting a group on attitudes and behaviors for success.

Type of need: Normative need is identified because of the possibility of students dropping out of school.

**Recruitment and Screening**

I will recruit potential group members by getting feedback from teachers regarding which of their freshman students are failing the ninth grade. This information will come from the teacher surveys. I will send a form home with students asking parents if they would like their child to participate in the attitudes and behaviors for success group. I will then have a meeting with each potential student to screen them for the criteria I will be looking for in order to implement a safe group with members who will benefit the most. For example, I will not include members with mental health issues.

**Structure**

Type of group: This will be a closed group.

Sessions and Time: There will be eight weekly sessions for 50 minutes (one class period).

Time frame: The group will meet during study hall with student, parental, and teacher permission.

Location: This will take place in a faculty meeting room which is a confidential location.

Group size: The group will consist of eight members.

Inclusion: Students who are failing one or more classes, absent three or more times per week from the class or classes they are failing, and turn in homework less than 60 percent of the time.

Those not selected: For students not selected a note will be sent home thanking the student and parent for their interest in the group, but considering the criteria and the best interest of their child this particular group would not be suitable.

Drop out: If a student decides to drop out they will meet with the guidance counselor one time in order to see what the reason is for example, a misunderstanding about an issue. If the student decides to remain out of the group he/she will be reminded of confidentiality and closure will be done for the student and the group to avoid harm to any of them.

**Core ASCA Standards**

Standard 4: Use of small group counseling 4.1, 4.2, 4.3

Sandard A: A:A1 Improve Academic Self-concept A1.1, A1.2, A1.3, A1.4, A1.5

A:A3 Achieve School Success A3.1

A:B2 Plan to achieve Goals A:B2.6

PS:A1 Acquire Self-knowledge PS:A1.1, PS:A1.2

**Core State Academic Standards**

Reading Standards for Literature 6-12 Integration of knowledge and ideas 7,8

Speaking and Listening Standards 6-12 Comprehension and Collaboration 1a, b, c, d

**Theoretical Orientation**

The theoretical approach I will use is cognitive behavioral Theory. This approach can be adopted for use with children at this age and from many cultural backgrounds (Corey, 2012). In order to change how these students feel about not turning in homework and not going to class they need to change the way they think about it (Corey, 2012). Techniques I will use are automatic thoughts, questioning, accountability, and feedback. This theoretical application will help meet The ASCA’s National Standards for Students. In Academics students will display a positive interest in learning and in Personal/Social students will understand consequences of decisions and choice (ASCA, 2005; A:A1.2, PS:B1.2).

**Ethical, Legal, and Multicultural Issues**

The ASCA Ethical Standards for school counselors (2004) states that each individual has a right to be treated with respect and dignity and to receive support and information. Therefore, this group on attitudes and behaviors for success need to include all cultural groups. In addition the school counselor needs to evaluate her/himself for any biases. The professional school counselor will research cultural aspects for diverse cultures and if the teacher is not sure of something she will ask that student. All students have an ethical right to confidentiality and their parents have a legal right (Erford, 2011). An informed consent will be signed by each group member and the professional school counselor will discuss its importance and talk about its limitations. This will occur at a presession interview. Reminders of confidentiality will be given at every session. Ground rules will also be in place with students signing a pledge to not discriminate, fight, use foul language, abuse of any kind or any other behavior that is harmful to themselves or others. This will also include being courteous and respectful to one another despite any differences. This will help create a positive, caring, and safe learning environment.

**Evaluation**

To evaluate the group I will look at the students’ attendance and return of homework from before and after the group sessions. I will also do a pretest and posttest for objectives 3 and 4. I would also give a questionnaire to the group at the last session to assess how they felt about the group sessions.

**References**

American School Counselor Association (2005). *The ASCA national model: A framework for*

*school counseling programs* (2nd ed.). Alexandria, VA: Author.

Author. (2002). Building school success. *Children with Special Needs*. 73.

Corey, G. (2012). *Theory and practice of group counseling* (8th ed.). Pacific Grove, CA:

Brooks/Cole.

DeBono, K. G. (2010). Attitude-Behavior consistency. *Psychology & Mental Health. 1*, 214-

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Erford, B. T. (2011). *Transforming the school counseling profession*. Upper Saddle River, NJ:

Pearson.

Heppen, J. B & Bowles Therriau H. S. (2008). *Developing Early warning systems to identify*

*potential high school dropouts.* National High School Center

www.better high schools. org.

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for Best Practices, Council of Chief State School Officers, Washington D.C.

Rockinson-Szapkiw, A. (2012). *Informed consent for treatment.* Lynchburg, VA:Liberty

University.

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INFORMED CONSENT FOR TREATMENT

**Introduction – brief information about your program.**

## ABOUT THE COUNSELOR

* **Credentials** – Indicate your education, training, experience, and any specialty credentials.
* **Licensing Regulations** – Indicate all relevant licensures you hold and the name, address, and phone number of the licensing board.
* **Supervisory Relationship** *–*Indicate any supervision you are receiving, the purpose of the supervision, and the supervisor’s name, credentials, and phone number.
* **Ethical Guidelines** –Indicate the professional standards you adhere to and how the client can obtain a copy of the ethical guidelines (address, phone, web site)

## ABOUT THE COUNSELING PROCESS

* **Counseling Approach/theory-** Indicate your theoretical orientation, include a brief explanation of the approach and how that will affect treatment.
* **Voluntary Participation**–Indicate that participation in therapy is voluntary and the client can terminate at any time with no penalty.
* **No Guarantees**– Indicate that you cannot guarantee results ( for example; prevent a divorce, restore a relationship, relieve depression and/or anxiety, etc.)
* **Risks and Benefits Associated with Counseling**– Indicate that the client may experience emotional discomfort related to issues discovered during the counseling process. Also indicate any risks related to your theoretical approach. Indicate the potential benefits.
* **Length of Therapy and Termination** – Indicate that the length will be agreed upon between the client and the counselor, unless limited by third party payment and how any limitations will be handled..
* **Interruptions in Therapy** – Indicate how interruptions in therapy will be handled (i.e., medical emergencies, hospitalization, vacations, professional development, etc.) How will clients be informed and proper arrangements made. Have the client indicate how they wish to be contacted (a confidentiality issue)
* **Counselor involvement *–*** Indicate what you will provide for the client, the established length of each session, and how you will handle late arrivals
* **Client Involvement**– Indicate what is expected of the client in regard to their active involvement in the counseling sessions ( openness, honesty, and self-disclosure, etc. )

# RIGHTS AND RESPONSIBILITIES OF THE CLIENT

* **Confidentiality and Privilege** – Indicate that the client’s personal information and information shared in the counseling session will be handled as confidential. Confidential and privileged information will be released to a third party upon the written consent of the client.
* **Exceptions of Confidentiality and Privilege** *-* The exceptions to confidential and privileged information are the following:
* Indicate specific circumstances where there are exceptions to confidentiality and privilege in

the counseling setting.

* **Counseling and Financial Records** *–* Indicate (list) how the records are kept and secured, for how long (check your state’s requirements), and how they will be discarded.
* **Fees and Charges** *–* What are the specific charges, how will payment be collected, and when is payment due.
* **Insurance Reimbursement**– Indicate who will be responsible for filing insurance forms, if there are filing fees, and how co-payment will be handled..
* **Responsibility for Paymen**t– Indicate who is financially responsible for the counseling sessions, how delinquent accounts will be handled, and any charges assessed for delinquent accounts.
* **Disputes and Complaints** – Indicate how you will resolve any disputes, and provide the necessary information for filing a complaint (licensing board, address, and phone number).
* **Cancellation Policy**– Indicate your policy for cancellations ( how much notice and any fees for cancelled appointments).

# RESPONSIBILITIES OF THE COUNSELOR

* **Affiliation Relationship** –If you are in an agency/clinic, indicate your relationship with the clinic/agency where you are working (partner, contracted).
* **Colleague Consultation**– Indicate that in order to provide quality care*,* you may consult with other and that every effort will be made to protect the identity of the client.
* **Tape Recording or Videotaping of Sessions** – If you tape or video sessions, indicate the procedure you will follow which should include written consent, and what will happen to the tapes (where they will be kept and how they will be destroyed
* **Dual Relationships** – If you have a policy of not socializing with clients, indicate how you will maintain the professional relationship. Indicate your policy for how you handle meeting/seeing the client in a public setting (ex: allowing the client the choice of acknowledging you). If you have a policy on accepting gifts, clarify it here.

**Closing statement –** Make a statement indicating that this document has been read and explained.

Example: I have read the information above with the counselor. The counselor discussed each of the

items and I understand the information that is contained in this document. I give my consent to the terms of this document and agree to enter into a counseling relationship.

Client's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If client is a Minor)

I have discussed and explained the above information with the client.

Counselor's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Survey**

I will be conducting group counseling for freshmen students who are failing at least one or more subjects. Would you please fill out this survey for each student who fit this criteria and return the completed form to me by December 1, 2012.

Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Male / Female (circle one)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Never | Rarely | Sometimes | Often | Very Often |
| Absent |  |  |  |  |  |
| Turns in Homework |  |  |  |  |  |
| Cooperative |  |  |  |  |  |
| Participates in Class |  |  |  |  |  |

Thank you.

Wanda Schemehorn

School Counselor

**School Name (HERE)**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

🞏Emotional Concerns 🞏Academic Performance

🞏Behavioral Concerns 🞏Interpersonal Relationships

🞏Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_